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ABSTRACT

Tacoma School District's Exemplary Magnet Program had three main goals as its focus: (1) to increase student achievement in three elementary schools in the District; (2) to maintain or improve the racial-cultural balance in three elementary schools in the District; and, (3) to improve intergroup attitudes and behaviors among students and teachers in three elementary schools in the District. The Program served approximately 1700 students, attending school in an ungraded organization pattern (ordinarily grades 1-6). In the "Triad" of schools served, McCarver school was de facto segregated in 1969, while Jefferson and Wainwright schools had minority populations of less than 1.5 percent. Academic achievement was measured through the yearly use of achievement tests at levels 2, 3, 5, and 6. Teacher perceptions of pupil progress were measured by an examination of marks on fall and spring reports. A criterion-referenced mathematics test was used at Jefferson in levels 4, 5, and 6. Evaluation findings indicate that McCarver School is no longer de facto segregated. Minority populations at Jefferson and Wainwright are now approximately 15 percent. Due to the complexity of the program, it was not found possible to make conclusive general statements about achievement. (Author/RJ)

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TACOMA PUBLIC SCHOOLS

EXEMPLARY MAGNET PROGRAM

TITLE III, ESEA

FINAL REPORT

1969–1972

Submitted by

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ED 080622

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TACOMA PUBLIC SCHOOLS

Exemplary Magnet Program

EVALUATION AND FINAL REPORT
1969-1972

June, 1972

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SUMMARY

Objectives

Tacoma School District's Exemplary Magnet Program had three main goals as its focus. These were: (1) to increase student achievement in three elementary schools in the Tacoma School District, (2) to maintain or improve the racial-cultural balance in three elementary schools in the Tacoma School District, and (3) to improve intergroup attitudes and behaviors among students and teachers in three elementary schools in the Tacoma School District. A fourth goal was added for the 1971-72 school year: to assess and improve, as necessary, pupil, teacher, and parent perceptions of various aspects of the Exemplary Magnet Program.

Kinds of Individuals Served

The Exemplary Magnet Program served approximately 1700 students living in the central area of Tacoma and outlying suburban-type communities. The students participating in the program attended school in an ungraded organization pattern in what would ordinarily be grades 1-6. McCarver School was de facto segregated in 1969, while its counterpart schools in this "Triad"--Jefferson and Wainwright--had minority populations of less than 1.5 percent. Student academic achievement at McCarver was markedly below that of children in most other Tacoma elementary schools, while student achievement at Jefferson and Wainwright was well above the median score for all schools in the Tacoma School District. The Exemplary Magnet Program was designed by Tacoma Public Schools to be one facet of the District's overall design for the relief of de facto segregation.

Activities

A prime feature of the Magnet Program was the introduction of numerous procedural and organizational changes in the three cooperating schools. Among these changes were team teaching approaches, non-gradedness of much of the curriculum, individualized methods in reading and arithmetic, and new emphasis on the use of self-directing multimedia equipment and materials. In addition, the three schools were staffed with full-time specialists in the areas of art, music, and physical education. These specialists cooperated as a team to enable each team of classroom teachers to have scheduled planning periods. During these planning periods, teams worked with a curriculum leader to design and refine the instructional program. This was considered an on-going in-service program.

In general teams were composed of approximately 75-110 children from two or three traditional grade levels and were directed in their learning by teams of three to five teachers. Children were regrouped within the teams based on different factors such as interest, needs, achievement levels, social adjustment, etc. Careful monitoring of ethnic population in the three schools was carried out to keep the school populations with the State guidelines pertaining to desegregation.

A Friday activities program was established as an integral part of the curriculum. Each Friday, students in the three schools attended activities of their own choosing. The Friday course offerings had a non-traditional thrust, and were of such a nature that they would appeal to children's interests and heighten pupil and teacher interest in the total school program. It should be noted that each school has developed its "magnet" program in an individual way so that no one magnet school is a carbon copy of the other.

Evaluation Techniques

Evaluation techniques were devised for each of the program's objectives. Academic accomplishments were measured through the use of yearly achievement tests at levels 2, 3, 5, and 6. Teacher perceptions of pupil progress were measured by an examination of marks given on fall and spring pupil progress reports. Also, a criterion-referenced mathematics test was used at Jefferson School in levels 4, 5, and 6 to assist in diagnosing short-term grouping for concept development and individualization.

Monthly enrollment figures were kept for all three schools, so the racial-cultural balance could be continually documented and monitored. Measurements on attitudes were taken by monthly examination of discipline problems. Year-end sociograms were also used to determine the existence of multi-ethnic friendship groupings. A semantic differential was used with both students and teachers to measure certain additional attitudes. Teacher and parent perceptions of the program were assessed through use of a teacher-rating scale and a telephone survey of a stratified random sample of parents.

Results

Evaluation findings indicate that McCarver Elementary School is no longer de facto segregated. Minority populations at Jefferson and Wainwright are now approximately 15 percent. Due to the complexity of the program, it is not possible to make conclusive general statements about achievement. In some subject areas, at some levels, measured achievement was outstanding; at others, results were less positive.

In general, achievement of students was maintained and there were indications that students' achievement of those bussed from Tacoma's central area to the outlying schools did rise to greater levels than those who remained behind. More data on this aspect of the Exemplary Magnet Program will be available in the fall of 1972.

Both teacher and student attitudes about different ethnic groups and various school-related concepts remained positive throughout the program. The Friday activities program was particularly successful. One consistent difficulty has been the development of an acceptable pupil progress reporting form. Our data demonstrates the existence of friendships between members of various ethnic groups. These friendships frequently go beyond the classroom to the visitation of one another's homes. Parents still have some disagreements with the bussing program, but parent reaction to the program has been generally favorable, with a particularly strong feeling that their children are happy at school.

The program's acceptance by the Tacoma community is justification enough for its continuance. Triad school parents have been in the forefront of a grassroots movement to have magnet-type programs extended to the junior high schools. As a result of the desegregation policies of the District and the offering of quality alternative educational opportunities, we have avoided much of the turmoil and strife that has been the experience of many other school districts in the country.

THE COMMUNITY AND THE SCHOOL SYSTEM

The general geographic area served by the Exemplary Magnet Program is Tacoma School District No. 10, which includes all of the city of Tacoma, as well as several adjacent

portions of Pierce County. The total estimated number of persons within this geographic area is 170,000.

Metropolitan Tacoma, including all of Pierce County, is a highly industrialized area. Major industries in the area are lumber and wood products, shipping, food products, metallurgical products, chemical processing, and clothing. Major employers in the area are: The Weyerhaeuser Company, St. Regis Paper Company, The Boeing Company, American Smelting & Refining Company, Concrete Technology Company, Hooker Chemical Company, McChord Air Force Base, and the Fort Lewis Army Installation.

The state of Washington and the city of Tacoma have been involved in a period of economic decline greater than that experienced by the rest of the nation, with an unemployment rate of approximately 9-15 percent among the labor force, as indicated by recent Employment Security Department reports.

According to the 1970 U. S. Census report, 90.8 percent of Tacoma's population is Caucasian, 6.8 percent Black, and 2.4 percent other minority races. Minority groups within Tacoma are predominately residents of two centralized areas--Hilltop and Salishan--although recently there has been some out-movement to other parts of Tacoma.

The specific territory within the Tacoma School District served by the Exemplary Magnet Program consists of the attendance areas for three elementary schools--Jefferson, McCarver, and Wainwright. The general geographic area surrounding all of these schools is mentioned above because applicants to McCarver from any District No. 10 service area may be accepted, in accordance with specific school district policies.

The Tacoma School District serves children from kindergarten through the twelfth grade as well as operating a vocational-technical institute. The District schools are typically organized so that elementary schools serve kindergraten through sixth grade; ten junior high schools, seventh through ninth grade; and four high schools, tenth through twelfth grades. There is a two-year community college in Tacoma, as well as two private universities. Total student enrollment during the 1971-72 school year was approximately 36,000 pupils, with approximately 20,000 of these being elementary students. There has been a slightly declining number of students enrolled in the District's schools over the past three years, which seems to reflect the somewhat static population trends in the city at large.

The School District has been aggressive in developing special programs and applying for funding from various federal, state, and private agencies. There are approximately 70 specially-funded programs in operation, or in the planning stages in the Tacoma schools.

McCarver School is located in the central area of Tacoma, whose residents are largely of minority-race background. Jefferson and Wainwright Schools are located in suburban-type settings of predominately Caucasian residents. The Exemplary Magnet Schools serve approximately 1700 of the 20,000 elementary students in Tacoma.

PROGRAM DESCRIPTION

Statement of Need

A needs assessment accomplished several years ago indicated that academic achievement at McCarver Elementary School was markedly below that of children in most other Tacoma elementary schools. This same needs assessment indicated that student achievement in several Tacoma schools was well above the median score for all schools in the Tacoma School District. Further, the original needs assessment indicated that McCarver School

was de facto segregated, while two of its suburban counterparts, Jefferson and Wainwright, had minority populations of less than 1.5 percent.

By establishing an exemplary education program at McCarver Elementary School during the 1968-69 school year, McCarver's black student population was reduced from a high of 89 percent to 63 percent of the total. Since the implementation of the Title III Exemplary Magnet Program in Tacoma during the 1969-70 school year, McCarver's black enrollment was reduced to under 40 percent, while the minority enrollment at Jefferson and Wainwright has become about 15 percent. All of this was achieved while maintaining and/or increasing academic achievement of all groups of students in the Exemplary Magnet Program.

During the course of the three years that it has been in operation, the "Magnet" program schools achieved most of their objectives. Continuing needs that required the attention of the project staff were:

1. The need to increase student academic achievement for many Triad students.
2. The concomitant need for teachers and specialists to accurately diagnose specific pupil weaknesses, and to prescribe materials and programs which will sensitively meet pupil needs.
3. The need for teachers to become increasingly aware of their personal efficacy in the educational act.
4. The need for teacher attention to group dynamics and for intervention when group rapport appeared weak.
5. The need for strengthening pupil and teacher perceptions of school and school-related concepts.
6. The need for administrators to be sensitive to teacher inputs and to respond to negative feedback in creative ways.
7. The need for parents to be aware of and involved with school functions which affect them and their children.

Based on the original needs assessment, the following program goals were specified: (1) to increase student achievement, (2) to maintain or improve the racial-cultural balance in three elementary schools in the Tacoma School District, (3) to improve intergroup attitudes and behaviors among students and teachers in the three elementary schools in the Tacoma School District, and (4) to assess and improve as necessary, pupil, teacher, and parent perceptions of various aspects of the Exemplary Magnet Program.

PERSONNEL

Personnel (Funded by Title III)

Program Coordinator	1
Assistant to Principal	2 (1969-70, 1970-71)
Curriculum Coordinator	1 (1971-72)
Art Teacher	2
Librarian	1 (1969-70, 1970-71)
Music Teacher	1
Physical Education Teacher	2
Evaluator	½
Secretary	1
Instructional Aides	4

Personnel funded locally and directly providing services to the program

Librarian	3
Music Teacher	3
Physical Education Teacher	3
Principal	3
Assistant Principal	1

Program Coordinator

Qualifications included previous supervisory/administrative experience, a Master's Degree or equivalent and elementary school teaching experience.

The coordinator was responsible for general program leadership. He worked with building principals and central administrative and supervisory staff in supervising and coordinating all project staff. He prepared the program budget, submitted quarterly evaluations, and conducted and coordinated inservice programs.

Assistant to the Principal or Curriculum Coordinator

The assistant to the principal was responsible to the principal in each school. The special responsibility of the assistant to the principal was in the area of curriculum development, both within his own school and for the Triad. This position required a Bachelor's Degree, three years of successful teaching experience at the elementary school level, and a demonstrated competence in helping provide appropriate educational experiences for all students.

Teachers and Librarians

Teachers and librarians employed in this program were required to have a Bachelor's Degree and to have an appropriate teaching certificate. In addition to meeting local District expectations for their roles, they should have demonstrated their ability and willingness to work as part of a team.

Specialist Teaching Staff

These teachers met the same requirements as the regular staff, and in addition were trained and certified in the areas of art, music, and physical education.

Evaluator

The program evaluator met the usual District requirements for employment as a research coordinator. In addition, he was required to have had experience in working with specially-funded projects, and demonstrated competencies in preparing evaluation reports.

Secretary

Qualifications included those required of other Tacoma Public Schools' secretaries. In addition, the secretary's position required a demonstrated competence in assisting with budget management, as well as skill in preparing evaluation reports. The secretary's responsibility was to the program coordinator.

Instructional Aides

Qualification requirements included a demonstrated willingness to work with students. Tasks were assigned to aides primarily on the basis of meeting pupil needs in the most efficient possible manner. In all cases, they were responsible to the building principal or his designate.

Duties included student supervision, clerical assistance and bus monitoring. Borg-Warner System 80 teaching machines were made available at each of the school's resource centers, and two Title III aides spent at least 75 percent of their time supervising the children in the new System 80 programs.

PROCEDURES

During the summer of 1969, an Exemplary Magnet Schools' summer program was conducted to introduce both teachers and students to the new philosophy, curricular organization, and activities to be organized in the ensuing three years. One hundred-eighty students attended an Exemplary Magnet School, specializing in the students' areas of interest, for three weeks. The students also moved outdoors into the natural setting of Camp Joshua Taylor for five days of cultural arts activities.

The offerings at Jefferson were designed to offer each child the opportunity to learn how to make choices as to what he studied and how to go about it. The program there was oriented toward the social studies areas. At McCarver, the summer program centered on the language arts areas in small group and individualized approaches to learning. The Wainwright program consisted of activities that would help develop an individualized curriculum in science and mathematics.

This segment of the Magnet Program provided opportunities for teachers to begin working as a team, as well as allowing students to operate in the more flexible types of educational organization that would be the thrust of the program for at least the ensuing three years.

Many procedural and organizational changes were made to facilitate instructional efficiency and in two of the schools to enhance the notion of "continuous progress" education.

1. Each school in the Exemplary Magnet Program developed an organizational pattern whereby multi-age groups of 75-110 children were directed in their learning by a team of 3-5 classroom teachers.

    a. Teams were composed of children from two or three traditional grade levels. Children were assigned to their teams using a random selection method combined with some professional judgments in individual cases to assure that each team would be functioning with optimum cohesiveness.

    b. Children were often regrouped for instruction within each team; regrouping was based on such factors as:

        1) Interest or choice patterns--which include different ways of responding.

        2) Academic achievement levels.

        3) Pupils' choice of other members of their groups.

        4) Sociometric measures--backgrounds and attitudes.

5) Pupils' choice of teachers.

6) Teachers' choice of students with whom they wish to work.

7) Learning styles--e g., problem-solving styles, longer or shorter work times, desire to work alone or in groups.

8) Pupil work option--those who wish to teach or tutor choose their groups.

9) Adjustment of groups to take account of group size and the social-emotional dynamics of each selected group.

10) Ad hoc groups based on short-term needs prescribed by teacher diagnosis.

c. During 1970-71, at one of the Triad schools, a language arts core program was organized on an inter-team basis. This was extended to a third team for the 1971-72 school year, resulting in some instructional groups spanning three or four traditional grades.

2. Each Exemplary Magnet School had an assistant to the principal during the 1969-70 and 1970-71 school years. It was that person's function to work full time with all staff in the area of curriculum planning and development. A half-time curriculum coordinator at Jefferson and Wainwright schools replaced the two assistants in 1971-72. Her duties were similar to the assistants, but of course more limited, with the two principals and key staff members assuming some of the curriculum leadership roles.

3. Multi-leveled materials sequences were developed for the areas of reading and mathematics. These sequences, or continuums, were developed to provide flexibility in rate of student movement through the instructional program, to ease the transition of students from one school to another and aid teachers in determining beginning instructional levels each fall. These continuums were kept in the individual pupil diagnostic files.

4. The Exemplary Magnet Program staff have, each year of the program, developed procedures for reporting pupil progress to parents. Forms were developed that would reflect a child's individual progress, rather than one that compared him to others in his class.

5. Materials and equipment selected for use in the Exemplary Magnet Program schools were those that would help children learn to work both as an individual and as part of a group. Two teaching assistants were intensively trained by staff of Tacoma School District's Reading Department in supervising the progress of children working with the new Borg-Warner System 80 reading programs. Types of materials purchased were:

Contemporary Social Science Programs - Allyn and Bacon, primary levels; Laidlow, intermediate levels.

Programmed Geography - MacMillan Company

Prescriptive Mathematics Inventory - California Test Bureau

Continuous Progress (Mathematics) Laboratories, Educational Progress Corporation.

SRA Math Involvement Program.

Individualized Mathematics: Drill and Practice Kits - Singer Company.

Mathematics Workshop - Encyclopedia Brittanica Press.

Non-Graded Math Series - Houghton Mifflin.

Programmed Reading - Webster McGraw Hill.

Linguistically Based Reading Programs - Ginn 360, Harper Row, Lippincott, and SRA.

Multi-level reading materials.

Multi-ethnic reading kits and materials.

SRA Laboratories at appropriate levels and in appropriate areas.

Types of equipment purchased were:

System 80 Teaching Machines by Borg-Warner.

Cassette tape recorder and playback units.

DuKane Projectors.

Listening Centers.

Controlled Readers.

Single concept projectors and film loops.

Cameras.

Cassettes for skill and listening development.

Sound filmstrips.

The basic plans regarding racial-cultural balance in the three Triad schools were attained during the 1970-71 school year and were maintained during the project's third year. Comprehensive efforts were coordinated between Triad and Tacoma Public Schools' attendance departments to maintain the desired racial balance. Movements of Caucasian students from McCarver required that other Caucasians be attracted to McCarver to maintain the desired ethnic ratio. During the 1971-72 school year, a waiting list of students desiring admittance to McCarver was maintained. There were 130 Caucasian students and 6 minority students on the waiting list in June 1972. All minority students that were on the waiting list and residing in the original McCarver attendance area were admitted to McCarver during the 1971-72 school year. When non-white students left Jefferson and Wainwright, others had to be attracted to the program to replace them. It is planned that all minority kindergarten students residing in the McCarver attendance area will be admitted for the 1972-73 school year.

In accordance with the project's guidelines and Tacoma enrollment policies, children living in the Exemplary Magnet Program attendance areas could attend an Exemplary Magnet School of their choice based on the following criteria:

1. Achievement of a McCarver student body consisting of not more than 40 percent of any one minority group.

2. Student selection to represent a broad heterogeneous range.

3. Transportation costs for transferring students provided by the Exemplary Magnet Program.

The Tacoma School District made enrollment options known through the use of mailed announcements, newspaper articles, and direct communications such as parent-teacher conferences, Title IV neighborhood surveys, and presentations in Parent-Teacher Association groups.

The School District's Summer Counseling Program made extensive efforts to inform central area parents and pupils of the Exemplary Magnet Program enrollment options. Attachment I contains a resume of the Summer Counseling Program's Triad involvement.

Although authorities differ in their prescriptions for improving inter-group attitudes and behaviors, the Exemplary Magnet Program has taken the approach that some attitude improvement should occur as a natural concomitant of a multi-ethnic school population. As opportunities for interaction of the various cultures and races are provided and expanded, myth, ignorance and prejudice will begin to be dissipated. To supplement this natural development, schools in the Exemplary Magnet Program:

1. Invited central area administrators and counselors to help teachers in suburban-type Triad schools work with the central area children having difficulty making the transition from a central area to a suburban school. Several teacher teams specifically requested that a central area (McCarver) counselor and assistant principal come to their team meetings to discuss specific methods and techniques for working with particular central area children. In addition, a working relationship exists whereby Exemplary Magnet Program teachers may request the services of District-wide helping teachers, coordinators, etc., to assist with specific learning or adjustment problems.

2. Provided students with several appropriate opportunities to make choices regarding what they studied. For example, each magnet school has developed a special "Friday Activities" program which permits all intermediate children to elect two special offerings. A list of 1970-71 courses can be seen on page 11 of this document.

3. Actively participated in the Tacoma School District's Title IV project titled "Continuation of a Proposed Design for School-Community Involvement to Create an Atmosphere of Mutual Respect and Understanding Where Learning Can Take Place in a Multi-Racial School Setting." Attachment II contains the Title IV program's statement of objectives.

4. Used the services of Mr. Primus St. John, the Tacoma School District's Poet-in-Residence. As an articulate and sensitive black professional, he is able to successfully relate to a large number of students in the Exemplary Magnet Program.

5. Made five-cent breakfasts available to all Triad students during the

1971-72 school year. Since January 1967, five-cent breakfasts have been available to students at McCarver Elementary School. This program was offered to assist low income families in providing their children with a good nutritional start each school day, and has been well received in the Jefferson and Wainwright communities, as well as McCarver.

Assessment of pupil, teacher, and parent attitudes is highly desirable to the success of any developing educational program. In order to accomplish this, each school:

1. Utilized semantic differential instruments to measure teacher and pupil attitudes regarding school-related concepts.

2. Provided each Triad Teacher with the opportunity to systematically evaluate the program components.

3. Randomly selected a group of Triad parents to participate in a telephone survey regarding various aspects of the program.

4. Encouraged full parent participation in the parent-teacher conference program.

The project coordinator spoke to various community and school groups explaining the purposes and scope of the Exemplary Magnet Program. A slide presentation was prepared for dissemination purposes and utilized at some of the group meetings. Some of the organizations whose programs included explanations by the coordinator and project staff were:

Tacoma Area English Council
Jefferson, McCarver, Wainwright Parent-Teacher Associations
McCarver Primary School Parent "Chat Times"
Stanley School Parent-Teacher Association
Tacoma Urban Coalition
Tacoma Minority Concerns Task Force
Local University Education Classes:
  Teaching the Disadvantaged Child (Pacific Lutheran University)
  The Integrated Classroom (Pacific Lutheran University)
  The Open-Concept Classroom (University of Puget Sound)
  Introduction to Teaching (University of Puget Sound)
Tacoma Parent-Teacher Association Board
Tacoma Schools' Central Curriculum Staff
Tacoma Schools' Pupil Personnel Department
Tacoma Continuous Progress Schools
Tacoma School Board
Interview--KTNT-TV--"Don St. Thomas Show"

Each school in the Exemplary Magnet Program had a specialist staff consisting of trained and certificated personnel in the areas of art, librarianship, music, and physical education. Although Title III moneys covered only about half of the cost of these specialists, their functions have been modified considerably by their role in the Exemplary Magnet Program schools.

Each specialist was expected to fulfill his role as a member of a team, cooperating in grouping and regrouping children for specific instructional purposes.

They were expected to develop program approaches which would heighten pupil interest and involvement and to serve as resource persons to teacher teams as requested.

The specialist staff, exclusive of the librarian, operated under a unified schedule which enabled regular staff members to have team planning meetings within the pupil day, three or four times per week.

Friday mornings were usually spent by the specialist staff working in the special areas. Friday afternoons the specialist staff augmented the Friday Activities Program. Classes offered to students in this program during the three school years included:

JEFFERSON

African Arts & Crafts
Artificial Flowers
Baseball (boys and girls)
Bicycle Sports
Clay Work
Cooking (boys)
Crocheting
Doll Making
Dramatics (creative)
Drill Team
Group Games (girls)
Guitar (beginning)
Guitar (intermediate)
Holiday Crafts
Jogging
Kite Making
Knitting
Line Design
Macramé
Model Making
Photography
Play Reading
Spanish (beginning)
Student Council
Stitchery (creative)
Tacoma Tours
Trampoline
Volley Ball (boys and girls)
Weaving (beginning)
Weaving (advanced)
Woodcarving

McCARVER

Art
Baseball (boys and girls)
Basketball
Batik
Baton Twirling
Boxing
Braiding
Chess-Checkers
Chorus
Clay
Copper Tooling
Crafts
Crocheting
Decoupage
Drawing
Drill Team
Football
Fun With Newspapers
Glass Cutting
Gymnastics Team
Home Economics (cooking)
Indian Beading
Jewelry Making
Kite Flying
Knitting (beginning and advanced)
Leather
Library Activities
Macramé
Math Puzzles
Models
Newspaper
Organized Games
Paper Folding
Paper Maché
Photography
Polynesian Dance
Pottery
Print Making
Puppetry
Rat Training
Rhythm Band
Shop
Soccer
Tennis
Track and Field
Weaving
African Drums and Rhythms

WAINWRIGHT

African Arts
African Drums and Dance
Audio Visual Instruction
Chorus
Contemporary Music
Cooking (boys and girls)
Dramatics
First Aid (basic)
Folk Dances
Guitar (UPS students)
Hobbies and Models
Horticulture
Macramé
Marine Laboratory
Mexican Arts
Photography
P. E. Games (boys and girls)
Rock Study
School Newspaper
Science
Sewing Classes (girls)
Stitchery
Study Period & Resource Center
Teaching Aids Workshop
Typewriting
Volleyball (girls)
Flag Football

The Tacoma School District enabled each suburban-type Triad school to have afterschool classes for selected youngsters during the 1970-71 school year. These classes were funded with State Gifted, Talented, and Creative moneys, and served to give children opportunities to work in areas where they have particular skill and talent. Classes offered during the 1970-71 school year were:

Art Media
Creative Dance
Creative Music
Creative Research Projects
Creative Writing
Direct Process Film Making
Drama Club
Guitar
Gymnastics
Marine Ecology
Mathematics Enrichment I and II
Natural History
Photography
Pottery and Sculpture A-B
Science Lab I
Select Choir I and II
Special Projects Class
Woodcarving

Tacoma's URRD-CIP program provided many opportunities for McCarver students, as well as those living in Tacoma's Hilltop areas, to participate in a high-interest, relevant, multi-racial afterschool program. Course offerings available to our students during the three years of Exemplary Magnet Program included:

Artistic Homemaking
Fishpole Making
Acrylics
Woodburning
Poetry
Spanish
Russian
Natural History
Knitting
Music Composition
Guitar
Stock Market
Modern Dance
Girls' Shop
Indian Carving
Electronics
Boys' Home Economics
Plastic Crafts
Adult Crafts
Car Models
Creative Writing
Chinese
Space Math
Cooking
Woodcarving
Instrumental Music
Charm School
Real Estate
Pre-Driver Education
Dance Combo
African History
Radio
Ballet
Leathercraft
Clay
Stitchery
German
Swahili
Marine Science
Clothing
Reading
Advanced Choir
Adult Math
Income Tax
Cold Ceramics
Journalism
Welding
Oceanography

A total of eighty-five "walk-in" events were scheduled each week and they included:

Early Recreation
Mother/Daughter Home Ec.
Fencing
Mountain Climbing
Little Theater
Economic Cooking
Soccer
Family Activity Night
Baton Twirling
Late Recreation
Karate
Saturday Shop
Early Study Center
Family Life Forum
Remodeling Sewing
Tennis
Community Basketball
Police Drill Team
Girls' Recreation
Boxing
Fix-It Shop
Saturday Recreation
Women's Exercise
Tumbling
Wrestling
Church League Basketball
Tutoring

BUDGET

The total cost of the Exemplary Magnet Program for all three years of the project was $455,000.00. These funds were provided by the U. S. Office of Education, from Title III E.S.E.A. funds. Of this total amount, $367,000.00 was spent for salaries and expenses pertaining thereto; $52,000.00 for supplies and materials, including audio visual materials, non-graded and programmed texts, and supplementary books; $9,522.76 for textbooks; $6,300.00 for test scoring and new pupil progress reports;

$1,800.00 for travel expenses including costs for staff members to visit innovative schools in the state of Washington; $9,320.00 for instructional equipment, teaching machines, and other audio visual equipment, such as film strips, projectors, tachistoscopes, 8mm single-concept film loop projectors, listening posts, tape recorders, etc.; $6,056.00 for pupil transportation, including bussing costs for desegregation and pupil field trips. The per pupil cost of the Title III program was approximately $270.00 above the local appropriation (program cost divided by the number of pupils participating in it--$455,000.00 ÷ 1700 pupils).

It should be noted that most of the costs went to salaries for the additional curriculum/administration and for equipment and materials. Continuation of the program is now possible at a much lower cost. The materials, equipment, organization and know-how of the staffs involved remain at the schools. All that is needed is their continuing commitment to provide for flexible educational programs at their schools. More detailed budget information can be procured from the Budget Director, Tacoma Public Schools.

THE EVALUATION REPORT

The program in the Triad schools during 1971-72 has continued to refine and extend those changes begun in the program's first two years. Team teaching, Friday activities, nongradedness, planning periods, and new reporting formats are among the things which have continued to have a place of prominence in the Exemplary Magnet Program schools. Also, there has been a continuation of the efforts to maintain racial balance at McCarver. The extensive renovation of the McCarver plant during the 1971-72 school year provided the program and the District with an outstanding physical facility.

Of the 1,746 students in the Exemplary Magnet Program schools on October 1 of the 1971-72 year, 24 percent were black, 71.8 percent were white, and 4.2 percent were other minorities. Of these, approximately half were boys and half were girls.

All students in the Triad have been participants in the measures used for evaluation. In some cases, certain instruments were only appropriate to certain grade levels. These will be mentioned when each objective is discussed separately.

Because the Triad consists of teams of students, it is sometimes difficult to continue to think in terms of traditional grade levels. However, the teams were broken down into grade level units for purposes of evaluation.

No control groups were selected by which to compare these students. It is quite likely that no real comparable groups exist. Each Triad school became its own control, and where possible, both pretests and posttests were used.

The reader will recall that the Triad had four primary goals. Under these four goals, sixteen measurable objectives have been written. This evaluation will be concerned with results from each of the sixteen objectives.

The broad program goals (letters) and measurable objectives (numbers) of the Triad are as follows:

A. To increase student achievement in three elementary schools in the Tacoma School District.

   1. The percentage of students scoring below grade level will decrease by 7 percent between pretest and posttest measures, using the California Achievement Test for students in levels 2-3, and the Comprehensive Tests of Basic Skills in the levels 5-6.

2. Using the same instruments as mentioned above, the difference between grade equivalent means and actual grade level at time of testing will show a positive change of .1 (1 month) between pretest and posttest measures; i.e., if pretest scores are below grade level, the posttest will show a .1 decrease in the difference. If pretest scores are at grade level or above, the posttest will show a further increase of .1 in the difference.

   NOTE: Subgroups of white and nonwhite students will be evaluated separately, as well as an all-school evaluation of both objectives.

3. As reported by teachers on a selected sample of the Exemplary Magnet Pupil Progress Reports, the total percentage of outstanding marks in academic areas will increase by at least 7 percent on the March report after establishing baseline percentages from the November reports.

4. As reported by teachers on a selected sample of the Exemplary Magnet Pupil Progress Reports, the total percentage of students having achievement difficulties (indicated by specific teacher comments on the progress report) will decrease by at least 4 percent on the March report after establishing baseline percentages from the November reports.

5. In one or more Exemplary Magnet Program schools, at least 80 percent of the students in levels 4, 5, and 6 will exhibit mastery on 80 percent of the mathematics objectives studied. The objectives to be studied will come from the September 1971 "Diagnostic Matrix" of the Prescriptive Mathematics Inventory. Follow-up evaluation with the same instrument will take place in February or March of 1972. Attachment III contains samples of the matrix and the related "Individual Study Guide" and "Class Grouping Report."

B. To maintain or improve the racial-cultural balance in three elementary schools in the Tacoma School District.

1. By October 1, 1971 McCarver Elementary School will no longer be de facto segregated,* while Jefferson and Wainwright will have minority populations constituting from 12 percent to 15 percent of their total enrollment.

2. If Number 1 is not achieved by October 1, 1971 the new target date for the achievement of this objective will be February 1, 1972.

C. To improve attitudes and behaviors among students and teachers in three elementary schools in the Tacoma School District.

1. A monthly average number of disciplinary office referrals was established at each Triad school during the 1970-71 school year. Between September 1971 and April 1972, no school's monthly total will exceed its own 1970-71 mean monthly average by more than one standard deviation.

2. The percentage of inter-racial, work-play relationships in school will increase by 5 percent as measured by sociometric inventories and compared to 1970-71 results on similar instruments. Attachment IV contains a sample of each of these instruments.

*In April, 1970 the Washington State Board of Education and the Washington State Board Against Discrimination jointly declared that "any school in which 40 percent or more of the student body represents one minority race will be considered to be racially segregated."

3. Pupil attitudes about various ethnic groups (Orientals, whites, blacks) as measured by a semantic differential, will become significantly more positive when results from posttests are compared to pretest results on the same instrument.

4. Teacher attitudes about various ethnic groups (Orientals, whites, blacks) as measured by a semantic differential, will become significantly more positive when results from posttests are compared to pretest results on the same instrument. Attachment III contains the 1971-72 instrument.

D. To assess and improve, as necessary, pupil, teacher, and parent perceptions of various aspects of the Exemplary Magnet Program.

1. Pupil perceptions about school-related concepts (students in my team, school, Friday activities, testing, teachers in my team, lunchroom, mathematics) as measured by a semantic differential, will become significantly more positive when results from posttests are compared to pretest results on the same instrument.

2. Teacher perceptions about school-related concepts (students in my team, school, Friday activities, testing, teachers in my team, lunchroom, mathematics), as measured by a semantic differential, will become significantly more positive when results from posttests are compared to pretest results on the same instrument.

3. An "Evaluation by Teachers" form will be completed by each Triad teacher during November and March. Any item not receiving a mean ranking of at least "6" in November will be analyzed by the Exemplary Magnet Program administrative staff. Their remedial action will result in a March mean score of "6" or above for each item determined to need attention.

4. At least 75 percent of a randomly selected group of Triad parents will respond favorably to at least four of five questions about the Exemplary Magnet Program. The Exemplary Magnet Program secretary will conduct this survey by telephone in November.

5. At least 90 percent of the parents in the Triad will attend a parent-teacher conference at least once during the 1971-72 school year.

The codes used in the following pages will refer directly back to these objectives. The balance of this section of the report will be directed toward discussion of these objectives.

A-1 and A-2 - Student Achievement

Final measurement for these objectives will take place in the fall of 1972 for students currently in levels 2, 3, and 5. (Naturally, these students will be in levels 3, 4, and 6 next fall.) Students leaving for junior high school were tested during the latter part of May, 1972. These results will be analyzed and reported along with the fall 1972 results. Upon completion of such analyses, an addendum to this report will be submitted.

A-3 - Outstanding Marks on Pupil Progress Reports

After the November reporting period, an examination of a random sample of 20 percent of the pupil progress reports was made at each school. The number of outstanding marks were tallied in the areas of reading, social studies, language, mathematics, and science.

Percentages in each category were calculated. Then progress reports for the same students were reexamined after the March reporting period. (Of the 231 students selected in November, 199 or 86.1 percent of them were identified again in March.)

Percentages were again calculated and differences found between the November and March totals. Table I shows this data.

TABLE I

OUTSTANDING MARKS ON PUPIL PROGRESS REPORTS

	JEFFERSON (Nov. N=86) (Mar. N=74)		WAINWRIGHT (Nov. N=65) (Mar. N=54)		MC CARVER (Nov. N=80) (Mar. N=71)		TOTALS (Nov. N=231) (Mar. N=199)	
	No. of Outstanding Marks Given	% of Possible Marks	No. of Outstanding Marks Given	% of Possible Marks	No. of Outstanding Marks Given	% of Possible Marks	No. of Outstanding Marks Given	% of Possible Marks
READING								
Nov. 1971	46	13.4	25	9.6	53	16.6	124	13.4
Mar. 1972	38	12.8	31	14.3	63	22.2	132	16.6
% Change		-0.6		+4.7		+5.6		+3.2
SOCIAL STUDIES								
Nov. 1971	30	7.0	9	2.8	63	15.8	102	8.8
Mar. 1972	43	11.6	17	6.3	64	18.0	124	12.5
% Change		+4.6		+3.5		+2.2		+3.7
LANGUAGE								
Nov. 1971	64	9.3	33	5.6	94	14.7	191	10.0
Mar. 1972	73	12.3	44	9.0	104	18.3	221	13.4
% Change		+3.0		+3.4		+3.6		+3.4
MATHEMATICS								
Nov. 1971	41	9.5	23	7.1	63	15.8	127	11.0
Mar. 1972	60	16.2	36	13.6	68	19.2	164	16.5
% Change		+6.7		+6.5		+3.4		+5.5
SCIENCE								
Nov. 1971	19	5.5	16	6.2	25	7.8	60	6.5
Mar. 1972	12	4.1	15	7.0	29	10.2	56	7.0
% Change		-1.4		+0.8		+2.4		+0.5

As can be seen from Table I, percentage differences were figured in each of five academic areas for each school. Of these fifteen comparisons, thirteen showed an increase in the percentage of outstanding marks given in March when compared with November. Only two of the fifteen showed slight declines. Of the thirteen increases, the range was from 0.5 percent to 6.7 percent.

A-4 - Achievement Difficulties on Pupil Progress Reports

The same students' report forms which were examined for outstanding marks were also examined for academic difficulties reported. After looking at the data for November,

it becomes obvious that the objective of a 4 percent decline in reported academic difficulties is unreasonable. Very few areas even indicated 4 percent to start with. In general, fewer problems were reported in March than in November. Reading showed the greatest decline. Language was the exception, where there were actually more problems identified in March than in November. Table II presents the complete information for all three buildings. The use of this method of examining pupil progress reports did not seem particularly fruitful. We have no way of knowing whether these reported changes were really due to student improvement, or merely to different philosophies of grading between November and March.

TABLE II

ACHIEVEMENT DIFFICULTIES ON PUPIL PROGRESS REPORTS

	JEFFERSON (Nov. N=86) (Mar. N=74)		WAINWRIGHT (Nov. N=65) (Mar. N=54)		MC CARVER (Nov. N=80) (Mar. N=71)		TOTALS (Nov. N=231) (Mar. N=199)	
	No. of Difficulties Identified	% of Possible	No. of Difficulties Identified	% of Possible	No. of Difficulties Identified	% of Possible	No. of Difficulties Identified	% of Possible
READING								
Nov. 1971	36	5.0	33	6.4	48	7.5	117	6.3
Mar. 1972	29	4.9	14	3.3	18	3.2	61	3.8
% Change		-0.1		-3.1		-4.3		-2.5
SOCIAL STUDIES								
Nov. 1971	18	2.1	21	3.3	17	2.2	56	2.4
Mar. 1972	9	1.2	13	2.4	14	2.0	36	1.8
% Change		-0.9		-0.9		-0.2		-0.6
LANGUAGE								
Nov. 1971	45	3.3	9	0.8	36	2.8	90	2.4
Mar. 1972	42	3.6	40	4.2	21	1.9	103	3.1
% Change		+0.3		+3.4		-0.9		+0.7
MATHEMATICS								
Nov. 1971	39	4.6	46	7.1	64	8.0	149	6.5
Mar. 1972	42	5.7	37	6.9	27	3.8	106	5.3
% Change		+1.1		-0.2		-4.2		-1.2
SCIENCE								
Nov. 1971	6	0.9	6	1.2	9	1.4	21	1.1
Mar. 1972	1	0.2	4	1.0	4	0.8	9	0.6
% Change		-0.7		-0.2		-0.6		-0.5

A-5 - Mathematics Achievement as Measured by a Criterion-Referenced Instrument

The Prescriptive Mathematics Inventory (PMI-CTB/McGraw Hill) was administered to all level 4-6 students at Jefferson and Wainwright schools in September 1971. Staffs at both schools examined the written information which was returned from the scoring service. This information contained individual profiles for each student, student grouping suggestions based on demonstrated skill deficiencies, and suggested pages in a specified text which could be studied. The staff at Wainwright decided that using these materials

would require an unreasonable amount of additional effort on their part. Since their math program is still largely textbook-oriented, the PMI reports, in their opinion, were not too useful. Hence, no further use of the PMI was made at Wainwright. At Jefferson, efforts are being made to further individualize their program. There the PMI was found to be quite useful by several staff members.

The original timeline for the use of the PMI in the spring called for its use again by March or April. However, the Jefferson staff preferred a later testing. Therefore, it was given in mid-May. At the time this report is being prepared, results have not yet been received. Therefore, PMI results from Jefferson will be included in the addendum to this report which will be sent in next fall.

B-1 and B-2 - Ethnicity of Student Bodies in Triad Schools

Data have been gathered regarding the ethnic composition of each Triad school. Table III presents these data.

TABLE III

ETHNIC IDENTITY OF PUPILS ATTENDING TRIAD SCHOOLS 1971-72

	Total Students	MINORITY GROUP STUDENTS						Caucasian	
		Black		Other		Total			
		N	%	N	%	N	%	N	%
Wainwright	452	64	14.2	11	2.4	75	16.6	377	83.4
Nov. 1	452	64	14.2	11	2.4	75	16.6	377	83.4
Dec. 1	454	64	14.1	11	2.4	75	16.5	379	83.5
Jan. 1	458	72	15.7	9	2.0	81	17.7	377	82.3
Feb. 1	452	69	15.3	8	1.8	77	17.0	375	83.0
Mar. 1	452	70	15.5	8	1.8	78	17.3	374	82.7
Apr. 1	450	71	15.8	10	2.2	81	18.0	369	82.0
May 1	459	71	15.5	10	2.2	81	17.6	378	82.4
Jefferson	612	92	15.0	9	1.5	101	16.5	511	83.5
Nov. 1	612	93	15.2	8	1.3	101	16.5	511	83.5
Dec. 1	608	92	15.1	7	1.2	99	16.3	509	83.7
Jan. 1	610	92	15.1	17	2.8	109	17.9	501	82.1
Feb. 1	608	94	15.5	17	2.8	111	18.3	497	81.7
Mar. 1	609	91	14.9	17	2.8	108	17.7	501	82.3
Apr. 1	593	87	14.7	17	2.9	104	17.5	489	82.5
May 1	596	87	14.6	17	2.9	104	17.5	492	82.5
McCarver	670	261	38.9	54	8.1	315	47.0	355	53.0
Nov. 1	663	261	39.4	54	8.1	315	47.5	348	52.5
Dec. 1	667	259	38.8	55	8.2	314	47.1	353	52.9
Jan. 1	664	260	39.2	54	8.1	315	47.4	350	52.7
Feb. 1	668	261	39.1	56	8.4	317	47.5	351	52.5
Mar. 1	659	255	38.7	56	8.5	311	47.2	348	52.8
Apr. 1	652	254	39.0	54	8.3	308	47.2	344	52.8
May 1	654	254	38.8	53	8.1	307	46.9	347	53.1

As can be seen from the table, McCarver was desegregated by October 1, 1971. This status has been maintained throughout the school year, with the enrollment for May 1, 1972 showing 38.8 percent black, 8.1 percent other minority, and 53.1 percent white. At the same time, the black population at Jefferson and Wainwright have been approximately 15 percent.

C-1 - Disciplinary Office Referrals

A record of disciplinary office referrals was kept for the second year in a row. At Jefferson, the records were maintained by the school secretary. At Wainwright, the building principal was responsible. At McCarver, both the building principal and assistant kept records. Due to these differences in record-keeping, it is not meaningful to compare data between the three schools. Table IV shows the number of disciplinary office referrals reported by each school.

TABLE IV

DISCIPLINARY OFFICE REFERRALS

	JEFFERSON	WAINWRIGHT	McCARVER	TOTAL
October	42	37	32	111
November	34	13	38	85
December	23	17	16	56
January	52	18	19	89
February	36	28	13	77
March	17	24	15	56
April	27	25	23	75
TOTAL	231	162	156	549

For the second year in a row, these figures do not seem to exhibit any particular pattern. Although figures from the current year are generally higher than those reported for last year, this is likely due to more careful record-keeping this year. Hence, data between the two years do not seem to have much comparability. This evaluator, after two years of trying this technique, does not consider the method of measurement to be very useful. The data just does not present any useful picture of discipline at the schools.

C-2 - Interracial Work-Play Relationships

At levels 1-3, students were asked to list their preferences for playmates. Level 4-6 students were asked to do the same, as well as indicate preferences to work with and sit next to. Data for a three-year period are presented in Tables V-VIII. As indicated by Table V, primary students are increasingly selecting members of different ethnic groups as their preferences for playmates. At all three schools, increases were exhibited by whites selecting more nonwhites and nonwhites selecting more whites. The objective of a 5 percent increase was met in five of the six cases. In the sixth case, white students at Wainwright, there was a 1.1 percent increase.

Intermediate students chose playmates, as well as working and seating companions. Examination of Tables VI, VII, and VIII shows similar data for each of these three selections. Most students seem to list many of the same names, thus causing similar results in the three areas. We were aware of this after last year's tally, but decided to leave

the instruments the same in order to get comparable data for the project's third year. Gains of more than 5 percent continue to be made at Wainwright. At McCarver, there seems to be a stabilizing effect taking place among white students. Figures for 1971-72 are very close to those from 1970-71. However, nonwhites at McCarver are still selecting more white students this year as compared to last year. Figures for Jefferson indicate very consistent results for both whites and nonwhites over the past two years. It would appear that an objective of further gains of 5 percent or more would probably be unrealistic, particularly at the intermediate level.

TABLE V

NUMBER AND PERCENTAGE OF STUDENTS IN LEVELS 1-3 SELECTING CHILDREN OF THE SAME OR DIFFERENT ETHNIC BACKGROUND TO PLAY WITH

	WHITES SELECTING WHITES ONLY		WHITES SELECTING AT LEAST ONE NONWHITE		NONWHITES SELECTING NONWHITES ONLY		NONWHITES SELECTING AT LEAST ONE WHITE	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
McCarver								
1969-70	175	59.5	119	40.5	373	76.3	116	23.7
1970-71	45	40.2	67	59.8*	71	55.5	57	44.5*
1971-72	46	32.9	94	67.1**	50	38.8	79	61.2**
Wainwright								
1969-70	92	87.6	13	12.4	2	20.0	8	80.0
1970-71	116	81.1	27	18.9*	12	57.1	9	42.9
1971-72	96	80.0	24	20.0	0	0.0	18	100.0**
Jefferson								
1969-70	183	81.3	75	18.7	16	69.6	7	33.4
1970-71	158	87.3	23	12.7	6	33.3	12	66.7*
1971-72	132	76.3	41	23.7**	4	15.4	22	84.6**

*These categories indicate at least a 5 percent increase reported between the 1969-70 and 1970-71 school years.

**These categories indicate at least a 5 percent increase reported between the 1970-71 and 1971-72 school years.

TABLE VI

NUMBER AND PERCENTAGE OF STUDENTS IN LEVELS 4-6
SELECTING CHILDREN OF THE SAME OR DIFFERENT
ETHNIC BACKGROUND TO PLAY WITH

	WHITES SELECTING WHITES ONLY		WHITES SELECTING AT LEAST ONE NONWHITE		NONWHITES SELECTING NONWHITES ONLY		NONWHITES SELECTING AT LEAST ONE WHITE	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
McCarver								
1969-70	127	67.6	61	32.5	248	81.3	57	18.7
1970-71	60	56.6	46	43.4*	72	62.1	44	37.9*
1971-72	70	56.9	53	43.1	69	55.2	56	44.8**
Wainwright								
1969-70	44	81.5	10	18.5	1	50.0	1	50.0
1970-71	136	81.4	31	18.6	6	27.3	16	72.7*
1971-72	103	66.5	52	33.5**	2	7.1	26	92.9**
Jefferson								
1969-70	201	81.1	47	19.0	41	59.4	28	40.6
1970-71	194	85.1	34	14.9	11	31.4	24	68.6*
1971-72	191	85.3	33	14.7	12	35.3	22	64.7

*These categories indicate at least a 5 percent increase reported between the 1969-70 and 1970-71 school years.

**These categories indicate at least a 5 percent increase reported between the 1970-71 and 1971-72 school years.

TABLE VII

NUMBER AND PERCENTAGE OF STUDENTS IN LEVELS 4-6
SELECTING CHILDREN OF THE SAME OR DIFFERENT
ETHNIC BACKGROUND TO WORK WITH

	WHITES SELECTING WHITES ONLY		WHITES SELECTING AT LEAST ONE NONWHITE		NONWHITES SELECTING NONWHITES ONLY		NONWHITES SELECTING AT LEAST ONE WHITE	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
McCarver								
1969-70	130	70.3	55	19.7	230	76.9	69	23.1
1970-71	57	53.8	49	46.2*	72	63.7	41	36.3*
1971-72	70	56.9	53	43.1	73	58.4	52	41.6**
Wainwright								
1969-70	44	84.6	8	15.7	2	100.0	0	0.0
1970-71	141	82.9	29	17.1	6	28.6	15	71.4*
1971-72	107	69.0	48	31.0*	3	10.7	25	89.3**
Jefferson								
1969-70	192	75.3	63	24.7	36	58.1	26	41.9
1970-71	193	84.3	36	15.7	6	17.6	28	82.4*
1971-72	187	83.9	36	16.1	10	29.4	24	72.6

* - ** Same as above

TABLE VIII

NUMBER AND PERCENTAGE OF STUDENTS IN LEVELS 4-6
SELECTING CHILDREN OF THE SAME OR DIFFERENT
ETHNIC BACKGROUND TO SIT NEXT TO

	WHITES SELECTING WHITES ONLY		WHITES SELECTING AT LEAST ONE NONWHITE		NONWHITES SELECTING NONWHITES ONLY		NONWHITES SELECTING AT LEAST ONE WHITE	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
McCarver								
1969-70	123	66.5	65	33.5	240	80.5	58	19.5
1970-71	56	52.8	50	47.2	70	63.1	41	36.9*
1971-72	65	53.3	57	46.7	69	54.8	57	45.2**
Wainwright								
1969-70	44	81.5	10	18.5	2	100.0	0	0.0
1970-71	139	82.7	29	17.3	4	19.0	17	81.0
1971-72	106	68.4	49	31.6**	1	3.6	27	96.4**
Jefferson								
1969-70	180	77.6	52	22.4	32	57.1	24	42.9
1970-71	193	84.3	36	15.7	7	20.6	27	79.4*
1971-72	193	86.2	31	13.8	11	32.4	23	67.6

* These categories indicate at least a 5 percent increase reported between the 1969-70 and 1970-71 school years.

** These categories indicate at least a 5 percent increase reported between the 1970-71 and 1971-72 school years.

C-3 and C-4 - Student and Teacher Attitudes About Racial Minorities

Students and teachers were given a semantic differential both in October 1971 and April 1972. The concepts appropriate to these objectives were "Blacks," "Orientals," and "Whites." The adjectives used with each concept were the combinations good-bad, happy-sad, awful-nice, relaxed-tense, unpleasant-pleasant, and worthless-valuable. These adjectives were chosen from the "Evaluation" factor as identified by Osgood in his earlier work with the semantic differential. The scale used ranged from "1" to "5", with the "5" representing the positive rating in all cases. A "Z-test" was used to test the significance of the difference between the means. Because the instruments were anonymous, it was not possible to use a correlated test for the differences between means. Hence, procedures used were those for independent samples. A "Z" score was calculated for selected pairs of means by use of the standard formula

$$z = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{s_1^2/n_1 + s_2^2/n_2}}$$

Although, technically, a "t-test" would have been preferable for Wainwright and Jefferson teachers, (since sample sizes there were slightly smaller) the differences are negligible. Owing to the simplicity of the Z formula, it was used consistently. Because of the small number of differences that are statistically significant, no information is lost by using this procedure. The Z-test was used only on selected pairs of means--those where differences were largest. There is no reason to run the test on differences which are small, and obviously not significant. Examination of the top portions of

Tables IX and X indicates that no significant shifts have taken place between October and April. This is not totally unexpected, since the program has been going long enough that it may be unreasonable to expect further increases.

D-1 and D-2 - Student and Teacher Attitudes About School Related Concepts

The explanatory information in the previous paragraph explains the procedure used. The concepts measured included Friday Activities, Mathematics, Testing, Lunchroom, Students in My Team, Dishonesty, Teachers in My Team, School, and Friendship. Examination of the bottom portions of Tables IX and X indicates that only one of all the comparisons is statistically significant ($p < .05$). At Wainwright, student attitude toward teachers in their team declined between October and April. The remainder of the changes were generally small, and were in both positive and negative directions. As explained above, perhaps it is no longer reasonable to expect major shifts, since this program is in its third year.

TABLE IX

STUDENT MEAN, VARIANCE, Z-VALUE ON SEMANTIC DIFFERENTIAL									
CONCEPT		JEFFERSON N=287 October	JEFFERSON N=296 April	"Z"	WAINWRIGHT N=152 October	WAINWRIGHT N=165 April	"Z"	McCARVER N=251 October	McCARVER N=246 April	"Z"
Blacks	$(\bar{X})$	3.35	3.33		3.68	3.83	1.12	3.74	3.74	
	(S^2)	1.76	1.54		1.57	1.28		1.56	1.62	
Whites	$(\bar{X})$	3.89	3.89		3.96	4.05		3.82	3.81	
	(S^2)	1.45	1.47		1.34	1.36		1.56	1.47	
Orientals	$(\bar{X})$	3.58	3.47	1.12	3.72	3.70		3.81	3.73	0.70
	(S^2)	1.45	1.36		1.40	1.31		1.69	1.56	
Friday Activities	$(\bar{X})$	4.21	4.24		4.30	4.33		4.19	4.29	
	(S^2)	1.39	1.15		1.21	0.88		1.35	1.31	
Mathematics	$(\bar{X})$	3.40	3.44		3.13	3.43		3.60	3.61	
	(S^2)	1.94	1.76		2.11	1.74		1.80	1.69	
Testing	$(\bar{X})$	2.94	3.03	0.76	2.71	2.73		3.01	3.00	
	(S^2)	2.25	1.90		2.05	2.01		1.93	2.02	
Lunchroom	$(\bar{X})$	3.63	3.55		3.51	3.61		3.84	3.89	
	(S^2)	1.99	1.80		1.97	1.65		1.83	1.63	
Students in My Team	$(\bar{X})$	3.54	3.57		3.73	3.76		3.67	3.74	
	(S^2)	1.44	1.33		1.52	1.34		1.55	1.46	
Dishonesty	$(\bar{X})$	1.92	1.87		2.01	1.69		2.08	1.95	
	(S^2)	1.89	1.64		1.93	1.45		1.92	1.81	
Teachers in My Team	$(\bar{X})$	3.59	3.62		3.91	3.61	2.08*	3.92	3.78	1.18
	(S^2)	1.97	1.74		1.53	1.80		1.65	1.86	
School	$(\bar{X})$	3.37	3.35		3.63	3.41		3.74	3.70	
	(S^2)	2.10	1.85		1.74	1.79		1.76	1.85	
Friendship	$(\bar{X})$	4.24	4.30		4.33	4.47		4.14	4.25	
	(S^2)	1.49	1.30		1.15	0.95		1.56	1.34	

* $p < .05$

TABLE X

STAFF MEAN, VARIANCE, Z-VALUE ON SEMANTIC DIFFERENTIAL								
CONCEPT		JEFFERSON N=16 October	JEFFERSON N=21 April	"Z"	WAINWRIGHT N=14 October	WAINWRIGHT N=16 April	"Z"	McCARVER N=28 October	McCARVER N=24 April	"Z"
Blacks	$(\bar{X})$	3.55	3.68		3.38	3.58		3.77	4.03	
	(S^2)	0.66	1.01		0.62	0.87		0.88	0.70	
Whites	$(\bar{X})$	3.67	3.90	0.80	3.45	3.98	1.60	3.69	4.06	1.51
	(S^2)	0.72	0.78		0.84	0.79		0.75	0.80	
Orientals	$(\bar{X})$	3.94	4.07		3.74	4.06		3.89	4.19	
	(S^2)	0.75	0.76		1.17	0.91		0.86	0.83	
Friday Activities	$(\bar{X})$	3.89	3.90		4.13	4.18		4.42	4.65	
	(S^2)	0.93	1.06		0.80	0.90		0.97	0.44	
Mathematics	$(\bar{X})$	4.20	4.08		3.60	3.66		3.99	4.06	
	(S^2)	0.74	0.93		1.24	1.33		0.79	0.56	
Testing	$(\bar{X})$	2.95	3.21	0.82	2.94	2.50	1.23	2.74	2.86	
	(S^2)	0.90	0.94		0.56	1.40		1.06	0.90	
Lunchroom	$(\bar{X})$	3.51	3.13	1.06	3.64	3.64		3.46	3.87	1.38
	(S^2)	1.21	1.10		0.71	1.11		1.28	1.02	
Students in My Team	$(\bar{X})$	4.15	3.98		3.58	3.74		4.04	4.29	
	(S^2)	0.71	0.83		1.17	1.32		0.71	0.57	
Dishonesty	$(\bar{X})$	1.82	1.52		1.79	1.49		1.93	1.49	1.60
	(S^2)	1.90	0.79		1.10	0.79		1.41	0.60	
Teachers in My Team	$(\bar{X})$	4.11	4.40		4.38	4.52		4.41	4.72	
	(S^2)	1.58	0.97		0.69	0.71		0.75	0.31	
School	$(\bar{X})$	4.00	3.83		3.87	4.21		4.33	4.54	
	(S^2)	0.94	1.21		0.85	0.71		0.64	0.46	
Friendship	$(\bar{X})$	4.53	4.86		4.37	4.67		4.64	4.87	
	(S^2)	1.25	0.23		1.09	0.45		0.40	0.17	

D-3 - Evaluation by Teachers

In November and March, a 17-item rating scale was given to all Triad building staff. The staffs rated 17 different items on a scale of 1-10. For each item, "1" represented a highly unsatisfactory rating, and "10" represented a highly satisfactory rating. The average (mean) rating was calculated on each item for each building, as well as the Triad as a whole. Overall, the item receiving the lowest rating was "Pupil Progress Reports." Both Jefferson and McCarver are dissatisfied with the report being used. Both will likely be changed next year. Neither Jefferson nor Wainwright staffs seem particularly satisfied with multi-age groupings. Complete results follow, as well as teacher comments from each building on three specific questions.

TABLE XI

Summary of Evaluation by Teachers 1971-1972

MEAN COMPARISONS

	Jefferson		McCarver		Wainwright		Triad Mean	
	Nov.	Mar.	Nov.	Mar.	Nov.	Mar.	Nov.	Mar.
1. Availability of appropriate enrichment materials	7.00	7.00	7.80	8.10	7.36	7.73	7.39	7.61
2. Availability of appropriate textual materials	6.78	6.84	7.64	8.66	7.21	8.33	7.21	7.94
3. Curriculum assistance	7.11	7.95	6.90	7.47	7.40	7.81	7.14	7.74
4. Friday Activities (if applicable)	7.90	7.50	8.58	9.27	8.20	8.90	8.23	8.56
5. Homogeneous arithmetic groups	7.59	7.24	7.50	8.62	5.18	7.31	6.76	7.72
6. Homogeneous reading groups	7.82	7.18	8.00	8.63	6.69	7.58	7.50	7.80
7. Multi-age groupings	6.61	5.65	7.77	8.50	5.33	4.79	6.57	6.31
8. Opportunity to participate in school curriculum planning	6.18	6.32	6.64	7.60	6.27	6.50	6.36	6.81
9. Opportunity to systematically communicate with support staff	5.35	5.65	7.57	7.31	6.33	7.25	6.42	6.74
10. Opportunity to be exposed to new materials	6.71	6.61	7.65	7.47	7.20	6.88	7.19	6.99
11. Parent reactions to program	6.53	6.21	7.71	8.69	5.50	6.56	6.58	7.15
12. Pupil progress reports	4.83	4.45	4.93	4.54	6.31	7.69	5.36	5.56
13. Pupil reactions to program	7.16	6.70	8.00	9.17	7.00	7.75	7.39	7.87
14. Support staff's schedule	6.76	7.55	8.21	8.10	5.85	6.73	6.94	7.46
15. Team planning periods	7.83	8.00	9.17	9.54	8.00	8.63	8.33	8.72
16. Your personal effectiveness in relation to your "pre-Magnet" experience	7.06	6.78	7.90	8.64	6.50	7.94	7.15	7.79
17. Your team's organization and general performance	7.72	7.21	8.33	8.78	7.29	8.19	7.78	8.06

EVALUATION BY TEACHERS

Summary of Comments - Jefferson

1. If the Exemplary Magnet Program could be modified or changed in only one way, what one modification would you suggest?

   Support staff communication with teams
   Better composition of teachers in a team
   Grade level teams
   Reduce age spread on teams 4
   Better pupil progress reports 2
   Improve the organization of recording grades on pupil progress report 2
   School-wide continuum in curriculum areas
   Full-time counselor
   Single class for some students

2. Do you feel other changes would be of help? If so, what would you recommend?

   A fourth specialist
   Self-contained
   More careful student placement
   Support staff classes should be smaller
   Reduce student movement
   Full-time curriculum assistance
   Two grade level spread
   Counselor
   More consistent approach to students by all
   Have teams set up to include single grade level

3. If you had to go back to a self-contained teaching situation, what is one feature of the Exemplary Magnet Program that you would like to retain?

   Team Teaching
   Support staff 7
   Planning period 9
   Friday Activities 5
   Grade level planning
   Individualized classes
   Materials

4. Other comments:

   Hope program can be retained
   Plans for '72-'73 school year should be made now! -- with or without funds
   P. E. teacher retained
   More communication between Triad schools
   Shorten Friday Activities

EVALUATION BY TEACHERS
Summary of Comments - McCarver

1. If the Exemplary Magnet Program could be modified or changed in only one way, what one modification would you suggest?

More staff interaction between teams
More money
Smaller classes
More careful selection and placement of staff members 2
More communication between staff
More communication between schools
Extension of school day to 3:30 p.m. 2
More student time with support staff
Each year the program has become more effective
Lower kindergarten enrollment
Report cards that reflect national norms
More involvement between kindergarten and other teams
Ability grouping for science
More integrated after-school activities

2. Do you feel other changes would be of help? If so, what would you recommend?

Teacher exchanges for one-week periods with other team teaching schools
Change report card
Subject area meetings within and with other schools
Less academic pressure on the children
Too compartmentalized, no chance for in-depth projects
Eliminate standardized tests
Better communication between Triad schools
Skill continuum within Triad
Aides, mothers, enrichment teachers in classroom

3. If you had to go back to a self-contained teaching situation, what is one feature of the Exemplary Magnet Program that you would like to retain?

The money
Planning period 11
Homogeneous grouping 2
Individualized instruction 7
Support staff
Friday Activities 7
Aides and enrichment people 2
Grouping for reading
More black staff members
Ability grouping
Team teaching

4. Other comments:

Without a planning period, team effectiveness would be lessened
It's a real challenge to be part of the Magnet Program
More playground equipment is needed
Working so closely with the other teachers--would try to do it without planning time
Very pleased with this year's program
Because of absence of duties, I feel like a "professional educator" and not a baby sitter
Friday Activities are fantastic!
A very fine program as is

EVALUATION BY TEACHERS
Summary of Comments - Wainwright

1. If the Exemplary Magnet Program could be modified or changed in only one way, what one modification would you suggest?

More visitations between Triad schools
More student selection of classes
Full-time librarian (Resource person) 3
Non-low income persons could be hired as aides
More help with severe discipline from parents
Daily planning period 2
Planning period eliminated from program
More aides
Second grade teachers work with third grade, not first grade
Planning period before school with whole staff
Freedom to choose type of program (team or self-contained)

2. Do you feel other changes would be of help? If so, what would you recommend?

More black teachers
Have only teachers who want program
More equipment and materials
Delete curriculum coordinator
Full-time librarian 3
More aides
More communication with support staff
Staff involvement with curriculum decision
Student programs at P.T.A. to show Triad accomplishments

3. If you had to go back to a self-contained teaching situation, what is one feature of the Exemplary Magnet Program that you would like to retain?

Support staff..... 4
Planning period 9
Friday Activities, electives 2
Team teaching 3

4. Other comments:

Sorry there isn't more team teaching
Don't keep aides who don't show up for work
First graders should be a team by themselves 3
Enjoy materials provided by Exemplary Magnet Program, especially Ginn 360. Team teaching is great and so is individualization

D-4 - Telephone Survey of Random Sample of Parents

In November, a 10 percent systematic random sample of parents was drawn from each Triad school. The program secretary then contacted these parents by telephone. Results for the six questions appear below.

1. Are you aware that your child is participating in a special program called the Exemplary Magnet Program?

	YES	PERCENT	NO	PERCENT	NO COMMENT	PERCENT
Jefferson	32	74.4	11	25.6	0	0
McCarver	32	74.4	11	25.6	0	0
Wainwright	22	81.5	5	18.5	0	0

Do you feel you understand a little bit about the program?

Jefferson	31	72.1	12	27.9	0	0
McCarver	24	55.8	12	27.9	7	16.3
Wainwright	16	59.3	7	25.9	4	14.8

2. Has your child (children) seemed happy at school this year?

Jefferson	40	93.0	3	7.0	0	0
McCarver	40	93.0	2	4.7	1	2.3
Wainwright	20	74.1	4	14.8	3	11.1

What do you think accounts for this? See separate comments.

3. Do you think most people in the school community feel that the school is giving their children a good education?

Jefferson	25	58.1	3	7.0	15	34.9
McCarver	35	81.4	1	2.3	7	16.3
Wainwright	15	55.6	8	29.6	4	14.8

4. JEFFERSON AND WAINWRIGHT - As you probably know, one provision of the Triad program has made it possible for children to select the Triad school they wish to attend. One result of this has been the transfer of a number of McCarver students to Jefferson and Wainwright. Do you think the community around the school feels it has been good to have children of different racial and cultural backgrounds in school together?

Jefferson	24	55.8	11	25.6	8	18.6
Wainwright	11*	40.7	9	33.3	7	25.9

*Seven of these responses accompanied by a rather negative comment.

McCARVER - At one time about 90 percent of McCarver's students were members of minority races. Now, only about 40 percent of McCarver's students are. Do you feel this change in the student body has resulted in a better educational program?

McCarver	22	51.2	8	18.6	13	30.2

5. Do you feel the school has done a good job of letting you know how your child is progressing in school?

Jefferson	35	81.4	5	11.6	3	7.0
McCarver	34	79.1	6	14.0	3	7.0
Wainwright	20	74.1	7	25.9	0	0

6. Are there any (other) improvements you would like to see made in the educational program at your school?

Jefferson	23*	53.5	14	32.6	6	13.9
McCarver	25*	58.1	15	34.9	3	7.0
Wainwright	17*	63.0	8	29.6	2	7.4

*See separate comments.

48 Jefferson parents - 43 calls completed (unable to contact 5)
53 McCarver parents - 43 calls completed (unable to contact 10)
34 Wainwright parents - 27 calls completed (unable to contact 7)

All unanswered calls were tried at least three times--some more often than three, several numbers were working parents--could reach at night rather than day.

In addition to these statistical results, many parent comments were collected on items 2 and 6. These comments have been recorded and results were as follows:

Jefferson Elementary School - Comments - Parent Telephone Survey

Question #2 - Has your child (children) seemed happy at school this year? What do you think accounts for this?

My child likes school anyway.
The teachers are nice and get along with the children.
He has already adjusted to the program.
My child was bored with school before, but likes it now.
My child has developed broader interests with this program.
My child likes school, but the Magnet Program is not a factor.
The parent-teacher communication has been a positive factor.
My child does not have to work hard, so of course he likes it.
My child likes changing rooms.
His happiness is not a result of the program.
My child is happy in school wherever he might attend.
My child works at his own speed.
They are happy with Friday Activities.
My child is happy because of the good attitude of teachers.
They don't seem to move from class to class as much as last year.
They have good equipment.
They have more curriculum and activities.
My child has lots of friends and good teachers.
He just likes school.
They like Friday Activities.
They go at their own pace and are moving faster because of it.
He's a bright child and does well.
He likes school anyway; Magnet has nothing to do with it.
My child was bussed to Stanley last year--he disliked bussing. He is within walking distance of Jefferson this year.

Question #6 - Are there any (other) improvements you would like to see made in the educational program at Jefferson?

Children are labeled and grouped, then left in that group. I feel this system could be improved upon.
There needs to be some provision for the child who cannot work independently.
There should be more enlightenment for the Caucasian student regarding minority students.
School is too chaotic at the beginning of the year.
There needs to be more control over the bus-in students.

The reporting system needs to be improved.
The teachers in the program are not always well-coordinated among themselves.
More explanation of the program is needed to alleviate suspicion on the part of parents.
Reporting system needs to be improved.
Improvement needs to be made in communication between school and community.
The parent-teacher relationships need to be improved.
Discipline needs to be improved upon.
Improvement needs to be made in the behavior of bus-in students.
I don't approve of bussing children.
More communication between school and parents on the goals of the program.
Improvement should be made in conferencing--they are not thorough enough.
I prefer the A-B-C letter grades. I am not in favor of the program, but my children are learning.
There should be more aides on the busses to help improve the discipline problem of the bus-in children.
I do not approve of bussing students and would like to have the Magnet Program discontinued.

McCarver Elementary School - Comments - Parent Telephone Survey

Question #2 - Has your child (children) seemed happy at school this year? Wha do you think accounts for this?

The whole atmosphere is free and spontaneous.
The program is very challenging.
They can go at their own rate of learning, so don't seem to have to work under pressure.
They are getting a well-rounded education.
The program is challenging. My child likes the nongradedness.
They are able to move along at their own pace. They have an opportunity to meet all different types of people.
They have enthusiastic teachers.
My child likes the variety of activities.
My child likes being given the responsibility of being challenged.
My child likes the variety and likes having male teachers.
He likes McCarver personnel.
My child has adjusted to the program.
He just likes school.
They like Friday activities.
The teachers are interested.
Children enjoy the non-conforming aspect, and like the social contacts.
There is no pressure like there used to be; you learn as you can.
The children like the way they are handled and taught--there is no pressure.
They like the teachers.
My child likes school--nothing to do with the Magnet program.
The program works well for my children and they are happy.
He likes the whole concept of methods of teaching children.
My child likes the elective program.
My children are well adjusted and would probably do well in any school.
The total program is good. The child is not held back and is allowed to learn at his own pace.
I am a foster mother and my foster children are happy at McCarver but I don't know how they were in school last year- I don't know if it is unusual for them to be happy in school.
My children are happy but there is no special reason.
My children are happy with the total program and are learning.
My child has always liked school.
The main reason my children are happy at McCarver is Mr. Moffat. He gives full support to his teachers; the caliber of teachers on the staff at McCarver is very high.
My child enjoys being bussed to McCarver; he also enjoys the way the subject matter is presented.
The total atmosphere of the school, the flexibility and freedom--all contribute to making my child happy.

Question # 6 - Are there any (other) improvements you would like to see made in the educational program at McCarver?

The parents should be educated--the kids are happy but parents are confused.
There should be more teacher aides.
There is a lack of communication.
They can't get results from teachers--requests for helping children at home are ignored.
They need a better cultural heritage program regarding Indians.
The bright child doesn't receive enough incentive.
There is not enough supervision--the child needs to be taught to assume responsibility.
There should be more teaching of Indian culture.
"Reporting is fair (so-so)"--there is much room for improvement.
I don't like the program. There should be more discipline--the children have too much freedom.
There should be more time for music.
I would like to be informed so that I could help the children with new math.
There should be a class in human relations from the time children begin school.
There could be more follow-through with the children.
Black students are not admitted--black children have been siphoned out and it has become a school maintained for whites.
The adult classes are all at night--wish it could be possible to hold classes in the afternoon.
Reporting--the only way to tell how a child is doing is to look at individual records. There is no good method.
I hope they maintain what they are doing now.
I would like to see the parents educated regarding report cards--I feel using any kind of report card defeats the purpose of the program.
The art program is very weak. The art teacher needs to improve her methods and program, as well as using volunteer help that might be available. Some of the volunteers being used are not trained in the art area, and I feel this is damaging to the program.
The size of the morning kindergarten is too large.

Additional concerns expressed by parents:

What happens after this final year of federal funding?

One parent likes the program at McCarver, feels that it is exceptional, but doesn't like the idea of black children being taken out.

Wainwright Elementary School - Comments - Parent Telephone Survey

Question #2 - Has your child (children) seemed happy at school this year? What do you think accounts for this?

Changing from group-to-group during the day made him unhappy.
My child is happy because of the cooperation between the teachers and he enjoys the team teaching.
My child likes the teachers and enjoys the Friday activities.
My child is happier in school this year because they aren't changing classes as they did last year.
My children were ill and were absent a great amount of time; this year they haven't had so many absences so they are happier.
My child enjoys being with other children and has always been happy in school. He is a curious child who enjoys learning, and because of the excellent teachers is doing well.
My child is not happy because the Magnet program definitely does not do what it is intended to do.
My children are unhappy because they are not moving from group-to-group during the day, and they enjoyed this so much last year.

The children are given free rein to do as they wish, so of course my child is happy.
My child is happy because of the positive attitude of the teachers, cooperation between the teachers and because of the variety of materials and information that the children are exposed to and allowed to participate in.
My children like their teachers and I feel that is all that is really needed to learn.

Question #6 - Are there any (other) improvements you would like to see made in the educational program at Wainwright?

More black teachers are needed.
Discipline needs to be strict.
There is much room for improvement in the reading area, and also in the reporting system.
Children are not forced to learn enough.
The program is not anything new as the children are grouped the same as always in a high, medium or low category and are labeled as being in a group and remain in that group. The children are aware of being labeled.
The attitude of the bus-in children is not good.
Class size is too large, although it is better than last year.
I would like the school to go back to the regular curriculum.
Some of the staff members should be replaced.
My child needed help and no one gave it to him. I asked for suggestions of ways I could help several times, and no one would give me an answer.
The administration is not doing their job.
Report cards are not satisfactory.
The program is satisfactory, but what will happen when these children enter junior high school?
If a child is bright and well adjusted, the program works well for the child; slower children have to struggle.
Children are grouped and labeled and left in a group.
I would like to see the first three grades involved in the Magnet program.

D-5 - Parent Conferences

Each Triad school held parent conferences during the year. The bulk of these came at the time the pupil progress reports were sent home in November. The chart below shows the number of fall conferences held at each building:

	POSSIBLE NUMBER OF CONFERENCES	ACTUAL NUMBER OF CONFERENCES	PERCENT
Jefferson	489	450	92.0
McCarver	542	456	84.1
Wainwright	348	327	94.0
TOTAL	1379	1233	89.4

Although no further records were maintained, there were some additional conferences during the year. Therefore, over 90 percent of the parents with children in the program have had personal contact with the staff.

The following findings and recommendations are based on evaluation data as well as the coordinator's and evaluator's perceptions about the Exemplary Magnet Program.

FINDINGS

1. McCarver is no longer a de facto segregated school.
2. Students at all three schools are selecting substantial numbers of their playmates from members of ethnic groups different from their own.
3. The staff is generally dissatisfied with the pupil progress report form being used.
4. The staff is particularly satisfied with their planning period, Friday activities, their team's performance, and the availability of appropriate textual materials.
5. Parents believe their children have been happy at school this year, particularly at Jefferson and McCarver.
6. McCarver parents, in particular, feel that the school is giving their children a good education.
7. Individual parent conferences have been held with over 90 percent of parents with students in the program.
8. Tacoma's Exemplary Magnet Program, as part of Tacoma's desegregation effort, is unique in that it has accomplished a voluntary bussing program without the turmoil that has been associated with bussing in other school districts throughout the country and in the Pacific Northwest.
9. The Exemplary Magnet Program has influenced McCarver and Jefferson to the point where further development is taking place in the areas of team teaching, open-concept, and individualized instruction.
10. The Exemplary Magnet Program has influenced Wainwright by providing resources to develop a highly enriched, self-contained, graded school. Innovative changes here seemed less than at the other two schools.

RECOMMENDATIONS

1. When a program director agrees to direct or coordinate a Title III innovative educational project that is planned for a specific period of time, that director should be expected to provide his leadership for the duration of the project. Some lack of program continuity took place each year of the Exemplary Magnet Program because there was a new director each year. Fortunately, each program director was selected from within the program itself.

2. Other key personnel in this program also shifted because of the changes at the director's level. This too resulted in some lack of continuity and loss of effectiveness until personnel grew into their new positions. It is therefore recommended, if at all possible, that key personnel shifts within Title III programs be kept to a minimum for the duration of a program.

3. Documentation of improved academic achievement is extremely difficult. Since the concept of "achievement" is so all-encompassing, it is not really possible to make any clear-cut, specific statements about achievement in the program. Data from the first two years indicates good growth in some areas at some levels at specific buildings. On the other hand, lack of growth is also evidenced in many cases. The philosophy of the Exemplary Magnet Program has been that by making school a better place for children, significant achievement test gains would be one result. No concentrated effort was made to "zero" in on specific curriculum areas. If significant academic improvement is a reasonable program expectation,

it is recommended that more specific academic needs be identified, and curriculum efforts be placed on these areas. Standardized tests should be examined for their appropriateness for what is being taught. It is recommended that criterion-referenced tests be used more heavily in measuring student achievement.

5. Children attending school in a multi-racial setting may bring about greater understanding between members of various cultural ethnic backgrounds. Quality educational programs attracted children of all races to the magnet schools. In order to continue the successful school desegregation program in Tacoma, it is recommended that the Exemplary Magnet Program be continued, and that more alternative educational programs be provided for all children in Tacoma.

6. It is recommended that when innovative programs involve massive overhauls of curriculum and school organizations, as the Exemplary Magnet Program has, that teachers work in the project only if they opt into it. Success is more nearly possible, of course, if we begin great works with zealots, rather than with non-believers we hope to convert. However, converts to the open-concept, continuous progress, team teaching approach did develop, and some of these individuals are continuing this program in two schools after the termination of Title III funding.

7. Teachers in all three schools developed new insights and strategies as a result of working with minority children bussed from Tacoma's central area, and it is recommended that continued efforts be made by the District to promote cross-cultural understandings between staff and students in all schools involved with the desegregation process.

ATTACHMENT I

TACOMA SCHOOL DISTRICT'S SUMMER COUNSELING PROGRAM INVOLVEMENT WITH THE TRIAD

During the past several years Tacoma's Summer Counseling Program (funded by Urban-Racial-Disadvantaged monies in 1970 and by Urban-Racial-Disadvantaged and Title I monies in 1969) has worked with students and parents throughout the city. In these years, the McCarver attendance area has been one focus area of the program. The program gives parents and students an opportunity to personally plan together with a counselor or teacher their educational opportunities and future. It is believed that the positive changes that have come about in the central area are partly due to the personalized efforts of this program.

During the past summers, hundreds of homes in the McCarver attendance area were visited. Specifically, during the summer of 1970 a staff of 129 people worked throughout the city in the Summer Counseling Program. This staff worked with other programs such as the Neighborhood Youth Corps, tutoring programs, community recreational programs, etc.

Seven members of the summer counseling staff were specifically assigned to the McCarver attendance area. A staff member from both Jefferson and Wainwright elementary schools were also involved in this program. Almost all other staff members were either directly or indirectly involved with the McCarver attendance area.

The specific staff at McCarver visited 250 homes during the summer of 1970 and had contacts with approximately 425 students. Many of these homes had multiple contacts.

Home contacts in the McCarver Elementary School area had the following purposes:

1. To enhance the home/school relationship with both student and parents.
2. To continue regular year counseling contacts.
3. To work with students and parents regarding counseling material which they introduce.
4. To inform parents of attendance and educational options available to them. Triad booklets were distributed.
5. To receive feedback relating to the McCarver Triad program.
6. To contact new families entering the area during the summer.
7. To help the parents and students take advantage of optional enrollment to other "Triad" schools. This would include home visits, orientation programs for students and parents to new schools, busing information, and interaction groups between McCarver and receiving school students and parents.

A staff member at Jefferson and Wainwright met with entering students during the summer. Part of this meeting involved an orientation tour of each central area student's newly selected school.

ATTACHMENT II

CONTINUATION OF A PROPOSED DESIGN FOR SCHOOL-COMMUNITY INVOLVEMENT TO CREATE AN ATMOSPHERE OF MUTUAL RESPECT AND UNDERSTANDING WHERE LEARNING CAN TAKE PLACE IN A MULTI-RACIAL SCHOOL SETTING

The Civil Rights Act of 1964 - Title IV

OBJECTIVES

1. To develop among teachers, administrators and parents an awareness and a sensitivity to the problems of racial minorities for the purpose of developing a total school staff and community capable of effectively instructing students from de facto segregated schools.

2. To develop procedures of working with predominantly Caucasian staffs and parents and creating their awareness and sensitivity to the problems of the minorities.

3. To involve students, parents, community and educators in experiences in interpersonal and intergroup relations.

4. To identify curriculum materials dealing with the role of minorities in the history and development of our culture.

5. To involve educational leaders in the in-service program to promote their awareness and to take advantage of their contributions in evolving desegregation programs.

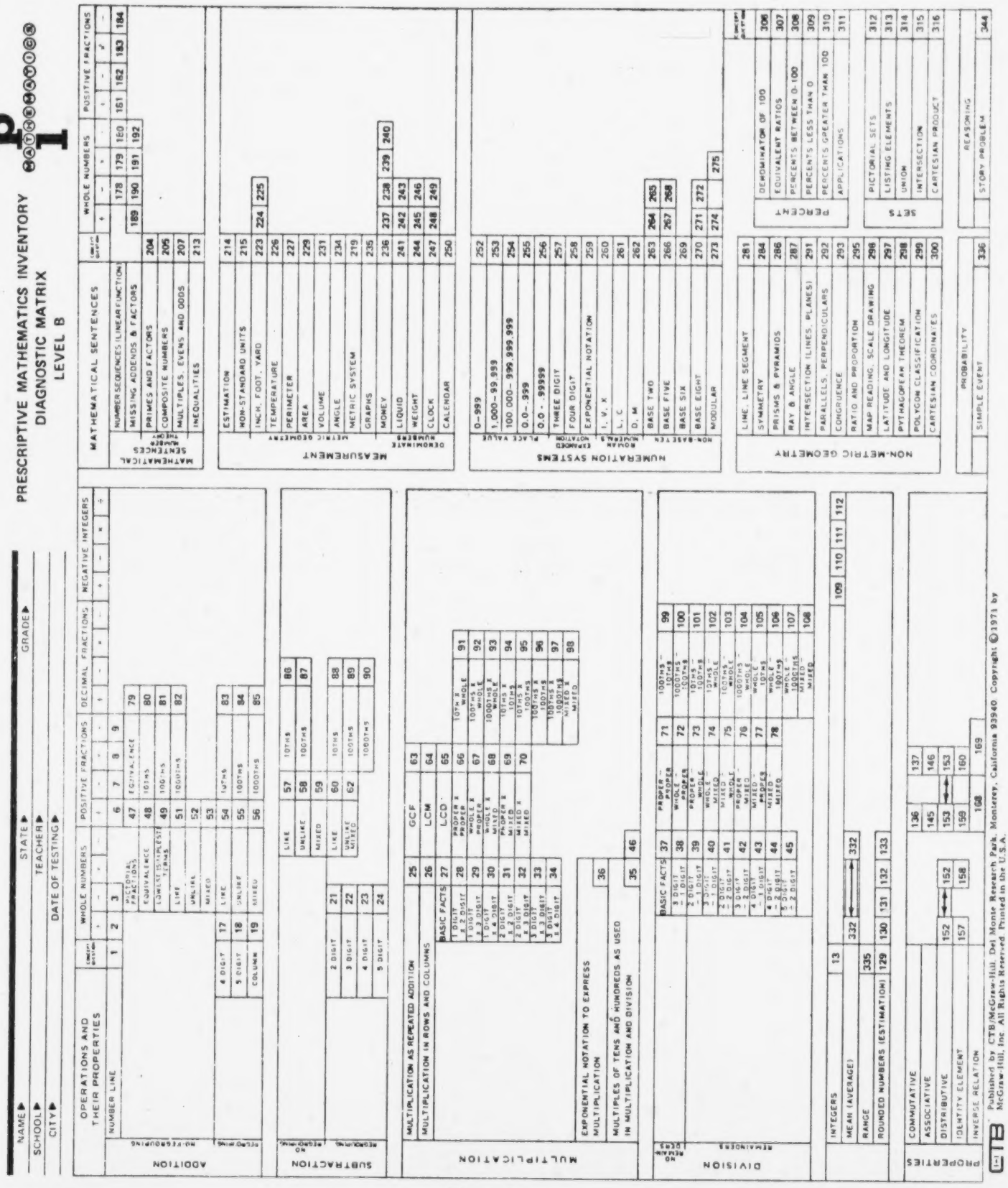

Figure 2
INDIVIDUAL DIAGNOSTIC MATRIX, LEVEL B

PRESCRIPTIVE MATHEMATICS INVENTORY
INDIVIDUAL STUDY GUIDE
PREPARED BY CTB/MCGRAW-HILL FOR

JONES JAMES B.

TEXT - BASED ON TEXTBOOK AS SPECIFIED BY SCHOOL DISTRICT

SCHOOL - FRANKLIN
TEACHER - THOMAS
GRADE - 4.8

OBJECTIVE	REFERENCE	REVIEW	TEST
OPERATIONS:	PAGES	PAGES	PAGES
NUMBER LINE	35-39, 60-65, 90	15, 30, 68	45
LIKE FRACTIONS	60-67	45-48, 50	
LOWEST TERMS	61, 63, 65, 70, 80-83, 85		58-59
NUMBER THEORY:			
	CHAPTER 5 - EXTENDING OPERATIONS ON WHOLE NUMBERS		71-72
	CHAPTER 6 - NUMBER THEORY		84
PROPERTIES:			
COMMUTATIVE	50-55, 70-78, 80	84	90
INVERSE RELATION	49	40-50, 52, 55	95
CLOSURE	60	43-50, 52, 55	99-100
GEOMETRY:			
PRISMS	55-60, 104	120-124, 126	
PARALLELS, PERPENDICULARS	50, 105-109, 120, 200-205	130-132, 138	88-90
CYLINDERS, CONES	51-60, 205	125-130, 138	87
CARTESIAN COORDINATES	71		88-89
MULTIPLICATION:			
3 DIGITS X 3 DIGITS	21-26, 29-30	3, 5, 7-11	35-36
3 DIGITS X 4 DIGITS	27	3, 5, 7-14	35-36
MEASUREMENT:			
	CHAPTER 10 - MEASUREMENT		135-136

PRESCRIPTIVE MATHEMATICS
CLASS GROUPING REPORT

TEACHER THOMAS LINDA J.
SCHOOL WASHINGTON ELEMENTARY
CITY SALEM

GRADE 6.8
DATE OF TESTING 12/20/70
LEVEL B

TEXT USED - BASED ON TEXTBOOK AS SPECIFIED BY SCHOOL DISTRICT

CONCEPT NAME	OBJECTIVE	PAGE REFERENCES
ADDITION		
ADAMS FRANK J.	NUMBER LINE	36, 37, 50-60, 101
BOURNS JOHN J.	NUMBER LINE/WHOLE NUMBERS (+)	25, 28, 75, 90-93, 95, 101
FRANKS SANDRA	LIKE/POSITIVE FRACTIONS (+)	25, 60-65, 85, 200-202, 205-207, 210-212, 215-218, 220, 222, 228, 229, 250
SMITH THOMAS		
THOMAS LINDA	5 DIGIT/WHOLE NUMBERS (+)	68, 69, 80, 90, 95-97, 108-111, 118-119, 205-208, 300-303, 305-308, 322, 324-326, 330-332
THOMPSON RANDALL	COLUMN/WHOLE NUMBERS (+)	2, 5, 6, 8, 9, 15-20
SUBTRACTION		
ADAMS FRANK J.	UNLIKE-MIXED/POSITIVE FRACT. (-)	3, 5, 8, 60-70
BRICE THOMAS S.	10THS/DECIMAL NUMBERS (-)	10, 12, 13, 50-55, 61-67, 101-103, 104-108, 160-190, 200, 202-207, 210-212, 215-217, 220-225, 290
FRANCIS GARY T.		
SIMS JOAN		
TOMPKINS LARRY R.	100THS/DECIMAL NUMBERS (-)	60, 61, 65-67, 69-70, 72-75
SUTHERLAND LANCE P.		
WICKS SIDNEY L.		
WILSON HARVEY H.		
WILSON LINDA J.		
NON-METRIC GEOMETRY		
BRICE THOMAS S.	SYMMETRY	330, 331
FRANCIS GARY	RAY AND ANGLE	330, 332, 334
FRANKS SANDRA	PYTHAGOREAN THEOREM	330, 332-334, 340
GRANT THOMAS	MAP READING, SCALE DRAWING	220, 223, 228, 260-262, 330, 333
HELMS THOMAS		
ROSE PETER		
ROLLINS MARTHA		

ATTACHMENT IV

TACOMA PUBLIC SCHOOLS

Exemplary Magnet Program

STUDENT CHOICES OF PLAYMATES

_____ _____ M F _____ _____

(Last Name) (First Name) (Age) (Year in School)

_____ _____ _____

(School) (Teacher) (Team)

_____

(For Teacher Use Only)

1-3 YEAR STUDENTS ONLY

Please print the names of three children in this room or team with whom you would like to play. Put your first choice first, then your next choice, and then your third choice.

I would most like to play with

1. _____

2. _____

3. _____

ATTACHMENT IV a

TACOMA PUBLIC SCHOOLS

Exemplary Magnet Program

STUDENT CHOICES - PLAYING - WORKING - SEATING

_____ _____ M F _____ _____
(Last Name) (First Name) (Age) (Year in School)

_____ _____ _____
(School) (Teacher) (Team)

_____
(For Teacher Use Only)

4-6 YEAR STUDENTS ONLY

Please print the names of three children in this room or team with whom you would like to play, work, and sit if given the chance to do so. Put your first choice first, then your next choice, and then your third choice.

A. I would most like to play with

1. _____
2. _____
3. _____

B. I would most like to work with

1. _____
2. _____
3. _____

C. I would most like to sit next to

1. _____
2. _____
3. _____

ATTACHMENT V

TACOMA PUBLIC SCHOOLS

Exemplary Magnet Program

TERM RATING SCALE - 1971-72 EDITION

DIRECTIONS

The purpose of this study is to find out what these terms mean to you:

a.	FRIDAY ACTIVITIES	g.	DISHONESTY
b.	MATHEMATICS	h.	TEACHERS IN MY TEAM
c.	BLACKS	i.	SCHOOL
d.	TESTING	j.	FRIENDSHIP
e.	LUNCHROOM	k.	ORIENTALS
f.	STUDENTS IN MY TEAM	l.	WHITES

Please rate the terms by darkening the space (A, B, C, D, or E) which best tells your feelings about that term. Below is a term we can look at together. The term is CANDY.

CANDY

		A	B	C	D	E	
a.	good	=	=	=	=	■	bad
b.	good	■	=	=	=	=	bad
c.	good	=	■	=	=	=	bad
d.	good	=	=	=	■	=	bad
e.	good	=	=	■	=	=	bad

First, you would decide if you feel CANDY is "good" or "bad." If you feel CANDY is "very bad" you would darken "E" (see line "a."). If you feel CANDY is "very good", you would darken "A" (see line "b.").

If you feel CANDY is "slightly good", you would darken "B" (see line "c."). If you feel CANDY is "slightly bad", you would darken "D" (see line "d".).

If you feel CANDY is neutral, not good or bad, you would darken "C" (see line "e".).

For each pair of words, you would darken the space that best tells how you feel about the term CANDY.

The word pair "good - bad" was used over and over again in the above illustration to help you understand how to mark. Now go on to the next page where several different word pairs are to be marked for a given term.

ATTACHMENT Va

SAMPLE

DO NOT MARK ON THIS PAGE

Below is a term called TELEVISION. We will practice rating it together. Remember, each pair of words gets only one rating.

TELEVISION

	A	B	C	D	E	
good	=	=	=	=	=	bad
happy	=	=	=	=	=	sad
awful	=	=	=	=	=	nice
relaxed	=	=	=	=	=	tense
unpleasant	=	=	=	=	=	pleasant
worthless	=	=	=	=	=	valuable

On the following pages are some terms you will rate. Please work rapidly and make only one mark for each pair of words. Do not skip any pair of words.

There are no right or wrong answers, so feel free to put down your feelings about each term. Do not leave out any terms or ratings.

Please do not mark in this booklet. Mark only on the separate answer sheet.

Use a #2 lead pencil only.

ATTACHMENT Vb

DO NOT MARK ON THIS PAGE

a. FRIDAY ACTIVITIES

		A	B	C	D	E	
1.	good						bad
2..	happy						sad
3..	awful						nice
4..	relaxed						tense
5.	unpleasant						pleasant
6.	worthless						valuable

b. MATHEMATICS

		A	B	C	D	E	
7.	good						bad
8.	happy						sad
9.	awful						nice
10.	relaxed						tense
11.	unpleasant						pleasant
12.	worthless						valuable

c. BLACKS

		A	B	C	D	E	
13.	good						bad
14.	happy						sad
15.	awful						nice
16.	relaxed						tense
17.	unpleasant						pleasant
18.	worthless						valuable

ATTACHMENT Vc

DO NOT MARK ON THIS PAGE

d. TESTING

		A	B	C	D	E	
19.	good						bad
20.	happy						sad
21.	awful						nice
22.	relaxed						tense
23.	unpleasant						pleasant
24.	worthless						valuable

e. LUNCHROOM

		A	B	C	D	E	
25.	good						bad
26.	happy						sad
27.	awful						nice
28.	relaxed						tense
29.	unpleasant						pleasant
30.	worthless						valuable

f. STUDENTS IN MY TEAM

		A	B	C	D	E	
31.	good						bad
32.	happy						sad
33.	awful						nice
34.	relaxed						tense
35.	unpleasant						pleasant
36.	worthless						valuable

ATTACHMENT Va

DO NOT MARK ON THIS PAGE

g. DISHONESTY

		A	B	C	D	E	
37.	good						bad
38.	happy						sad
39.	awful						nice
40.	relaxed						tense
41.	unpleasant						pleasant
42.	worthless						valuable

h. TEACHERS IN MY TEAM

		A	B	C	D	E	
43.	good						bad
44.	happy						sad
45.	awful						nice
46.	relaxed						tense
47.	unpleasant						pleasant
48.	worthless						valuable

i. SCHOOL

		A	B	C	D	E	
49.	good						bad
50.	happy						sad
51.	awful						nice
52.	relaxed						tense
53.	unpleasant						pleasant
54.	worthless						valuable

ATTACHMENT Ve

DO NOT MARK ON THIS PAGE

j. FRIENDSHIP

		A	B	C	D	E	
55.	good	=	=	=	=	=	bad
56.	happy	=	=	=	=	=	sad
57.	awful	=	=	=	=	=	nice
58.	relaxed	=	=	=	=	=	tense
59.	unpleasant	=	=	=	=	=	pleasant
60.	worthless	=	=	=	=	=	valuable

k. ORIENTALS

		A	B	C	D	E	
61.	good	=	=	=	=	=	bad
62.	happy	=	=	=	=	=	sad
63.	awful	=	=	=	=	=	nice
64.	relaxed	=	=	=	=	=	tense
65.	unpleasant	=	=	=	=	=	pleasant
66.	worthless	=	=	=	=	=	valuable

l. WHITES

		A	B	C	D	E	
67.	good	=	=	=	=	=	bad
68.	happy	=	=	=	=	=	sad
69.	awful	=	=	=	=	=	nice
70.	relaxed	=	=	=	=	=	tense
71.	unpleasant	=	=	=	=	=	pleasant
72.	worthless	=	=	=	=	=	valuable